DOCUMENT RESUME

ED 122 079 CE 006 991

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TITLE	Home Health Management Assistant: Report.
INSTITUTION	North Schuylkill Area Vocational-Technical School, Frackville, Pa.
SPONS AGENCY	Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
REPORT NO	VT-102-734
PUB DATE	Jun 75
NOTE	19p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS	*Course Descriptions; Curriculum Guides; *Health Occupations Education; Home Economics Education; *Home Health Aides; Homemaking Education; Home Management; Nurses Aides; Occupational Home Economics; *Program Descriptions; *Visiting Homemakers

ABSTRACT

The report describes a project to provide instruction in home health-management assistance in Fracksville, Pennsylvania. Home health-management assistants are defined as unlicensed nonprofessional workers who provide home management assistance and personal care to convalescent, disabled, or chronically ill persons. This one-year course is designed to incorporate classroom instruction with supervised clinical and practical experience. The course outline includes objectives, suggested activities, description of facilities, and a curriculum plan. A three-page evaluation report of the homemaking and home nursing course covers the first year's experiences and indicates that the program was well received by parents, the community, and the girls who participated. Recommendations for future improvements are included. (NJ)

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REPORT

HOME HEALTH MANAGEMENT ASSISTANT
SCHOOL UNIT 1-29-54-690-7
PROJECT NO. 19-4016

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
RESEARCH COORDINATING UNIT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE 1975

VT 102734

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SUPPLEMENTARY AND APPENDIX MATERIALS

REFERENCE BOOKS AND WORK BOOKS

TEEN GUIDE TO HOMEMAKING -
Webster McGraw Hill

GUIDE TO MODERN MEALS -
Webster McGraw Hill

FOOD AND YOUR FUTURE -
Prentice Hall

PERSONAL ADJUSTMENT MARRIAGE AND FAMILY LIVING -
Prentice Hall

HOW TO PLAN AND PREPARE MEALS -
Webster McGraw Hill

TOMORROWS HOMEMAKER -
MacMillian

NUTRITION AND DIET THERAPY -
MacMillian

ENCYCLOPEDIC COOKBOOK -
Grosset and Dunlap

EXPLORING HOME AND FAMILY LIVING -
Webster McGraw Hill

WORKBOOK ADAPTED BY PRINT SHOP FROM "SO-YOU ARE READY TO COOK"

WEBSTER DICTIONARY

MACMILLON DICTIONARY

REFERENCE BOOKS AND WORK BOOKS

HEALTH ASSISTANT -
Esther Caldwell & Barbara R. Hegner

HOME NURSING TEXT BOOK -
American Red Cross

TEXT BOCK FOR NURSING ASSISTANTS -
Gertrude D. Cherescavich

REFERENCE:

THE DEVELOPING CHILD -
Holly E. Brisbane

TEXT BOOK OF BASIC NURSING -
Thompson & Rosdahl

THE BOOKSHELF PLAN OF CHILD DEVELOPMENT -
By the Mothers Dept. of the University Society

WEBSTER DICTIONARY

MEDICAL DICTIONARY

MACMILLAN DICTIONARY

FAMILY NURSING -
By Luise Riehl

TITLE: Home Health-Management Assistant

DEFINITION OF OCCUPATIONAL TITLE

Home health-management assistants are unlicensed nonprofessional workers who are prepared to give personal care to convalescent, disabled or chronically ill persons of all ages and to provide home management assistance to individuals and families. Personal care duties which may be performed are essentially those which would be performed by a nursing assistant in an institution and/or those which could be performed by a knowledgeable family member.

PURPOSE

The instruction is for vocational education pupils who are preparing to become a substitute for a family member providing services to keep the family together and enable the patient to remain in his/her own home. The course will give all levels of pupils an opportunity to acquire knowledge, necessary skills and acceptable attitudes to:

1. Facilitate home nursing care.

2. Assist in performing the duties of the homemaker in order to keep family life as normal as possible when the family is overburdened by illness or the stress of a family emergency.

INSTRUCTION TIME

It is recommended that the program should be one-year in length including classroom instruction with supervised related clinical and practical experience.

TRAINEE QUALIFICATIONS

Mental Ability

This course should provide an opportunity for participation of pupils with different levels of mental ability since the skills of the home health-management assistant are varied and can be simplified. However, the trainee must be able to follow directions, communicate with personnel and perform under appropriate guidance and direction.

Physical Ability

The trainee should be in good health because of the close contact with people and possible exposure to illness. Pupils engaged in clinical and/or practical experience must meet the specific requirements of the cooperating agency.

Special Consideration

The trainee should possess a genuine interest in people, integrity, a sense of personal pride and evidence of a certain degree of maturity. The trainee must be neat in appearance, have pleasant manners, tact and patience. Cleanliness and good grooming are essential.

TEACHER QUALIFICATIONS

Teachers providing instruction in this course represent two areas of specialization in vocational education. This can be accomplished by employing two part-time teachers, one eligible for certification for Health Assistant, preferably with public health experience, and the other eligible for Home Economics certification. There is a possibility of securing an individual who has an adequate educational background to meet the requirements for both areas.

SPECIFIC COURSE OBJECTIVES

Objectives

Upon completion of the course the graduate will:

1. Demonstrate skill in performing simple nursing tasks commensurate with his or her responsibilities and limitations.

2. Demonstrate knowledge and understanding of the basic principles or functions underlying procedures for patient care in the home.

3. Be empathetic, tolerant and understanding ofothers.

4. Help family members adjust to the changed family situation caused by illness or other emergency.

5. Supervise activities of the children and the family.

6. Provide services which maintain family stability.

7. Assist in all aspects of housekeeping.

8. Be motivated to increase his or her knowledge and competencies as a worker in health occupations or home economics.

Suggested Activities to Achieve Objectives

1. Lectures
2. Demonstrations
3. Supervised practice
4. Clinical practice
5. Procedure sheets
6. Use of textbooks, workbooks, and reference materials
7. Audio-visual aids (films, film strips, anatomical models, etc.)
8. Guest lecturers on special subjects
9. Handouts (pamphlets, information sheets, etc.)
10. Conferences, symposiums and seminars
11. Evaluations
12. Problem-solving
13. Routine tasks of classroom management
14. Assign more advanced pupils to assist others needing help
15. Reports
16. Classroom discussions
17. Supervised study
18. Role-playing
19. Family case studies
20. Field trips
21. Games

Reality Centered Teaching

The application phase of this course will consist of demonstrations followed by repeated practice in manipulative skills and procedures. The planning should be flexible to provide for individual differences and capabilities. Some pupils may benefit by placing them in a cooperative education experience as part of the basic instruction. This would permit spin off at either the health level or the home management level.

Class Size

This course is designed for a class enrollment of twenty pupils. In clinical practice the desirable number is fifteen per teacher.

Facilities

A class-laboratory area of 2,000 square feet is required for this course. The facility should provide a theory-lecture area centrally located to permit observation or demonstration in all other instruction areas, a patient unit area with work space, and a home management center.

The following suggestions are recommended:

1. A theory-lecture area should be centrally located in order to observe demonstrations from other instruction areas of the laboratory. The area should include tables and chairs to accommodate at least twenty pupils, teacher desk, chair, file cabinet, wardrobe, chalkboard and bulletin board.

2. A hospital ward unit including two to four hospital beds, each with bedside table and chair, counter work space with sink and storage should be provided within this unit.

3. A typical patient unit as in a home, including a bathroom.

4. Provide a reference study area.

5. Provide a storage room for storage of visual aids, wheel chair, stretcher, linens area and supplies.

6. Provide a dressing area adjoining or near the hospital ward unit.

7. One home management center including range, sink, counter work space, refrigerator and base and wall units for storage.

8. A laundry area including washer, dryer, sink and portable storage for soiled linens.

9. A demonstration table with overhead mirror.

10. One utility cart.

11. Six equipment storage units or equivalent for small equipment, food staples, child care, ironing and laundry supplies, cleaning equipment and general storage. These may be portable and serve as a room divider.

12. A conference center.

13. One sink within the facility should be a chemical sink.

11. Curriculum Plan
Home Health-Management Aide

Hours		Major Division	Subject	Knowledge, Abilities, Understanding
Total	Sub-total			
48	5	Introduction	Career Orientation	Orientation to: Course Background and Trends Allied Careers World of Work Legal Aspects
	8		Interpersonal Relations	Self Actualization Family Life Community Resources Home-Health Team
	15		Communications	Oral, Written, Visual, Non-verbal
	20		Personal Hygiene	Grooming Personal Cleanliness Mental, Emotional and Physical Health Body Mechanics
192	12	Personal Patient Care Skills	The Patient Unit	Setting up a unit Making open and closed bed Making occupied bed Care of units
	30		Bathing the Patient	Bed bath Turning and positioning Assist - shower or tub bath Special skin care Oral hygiene and cleanliness Daily care of hair and nails Shaving
	15		Supportive Measures	Dressing and undressing Getting out of bed Bed pan and urinal Serving and feeding meals

Curriculum Plan (Continued)

Hours		Major Division	Subject	Knowledge, Abilities, Understanding
Total	Sub-total			
	30		Special Needs	Enemata Vital signs Intake and output Urine testing Application of hot and cold Charting Administration of medicine Assisting with exercises Care of incontinent Stoma care Shampooing Modification of diets
	10		Adaptations for Home Care	Raising the height of bed Support aids Amblatory aids
	12		Infant and Child Care	Handling Bathing Dressing Diapering Feeding formula
	12		Geriatric Care	Psychological and physiological changes of aging Special needs
	15		Terminal Illness	Psychological needs Ethics Legal Procedures Recognition of impending death Post mortem care
	16		First Aid	Principles of emergency care
	40		Clinical Experience	Applied practice of skills

TEAM TEACHING - MRS. SCHEUREN AND MRS. LEWIS

Being involved in a team teaching situation was a new and unique experience. As this year ends we can only stress how important it is to experience total compatibility with your co-worker since we seemed to have instant rapport. The students gained much through our mutual meeting of the minds and we are pleased with our program and delighted to see it nurture and grow. The Home Health Management Assistant program will strengthen in time as a result of our initial success and shortcoming this first year. We developed this Home Health Assistant Course along the lines that those who originated it had wished.

Aside from the excitement of preparing our Home Health Management Assistant Suite for instructional use, no major problems concerning supplies, instruction, or curriculum were encountered.

HOMEMAKING REPORT

Home Health Aides has been received by the students, parents, and community with positive approval. All feel it is a necessary course and are happy to see the needs in this area being met.

The Homemaking portion of Home Health Aides made the girls aware of the many needs of the family organizational structure. The students could see the physical needs such as foods, housekeeping, and laundry, but were not conscious of the emotional needs necessary to maintain harmony. They enjoyed adding a touch to the sick tray, making a little something special to lift the spirit, or garnishing to add eye appeal and stimulate the appetite.

Nutritionally balanced meals and special diets were difficulties experienced by many students due to their own poor eating habits. The final realization of what food does for us was a long hard pull. Field trips to local food markets and nutrition demonstrations from the Penn State Extension Service helped create interest for the class.

The emotional needs and physical characteristics of children were studied through a field trip to a day care center and on actual nursery school experience in the classroom.

The majority of the students will be able to undertake the responsibility of the home and the patient situation. They will not identify with the person's age or illness as quickly as an older person who is facing the same situations in a few years. It is necessary to find supervised co-op jobs for them in their senior year and their experiences could be more rewarding if the students could work in teams.

The curriculum for this course is for one year and all material has been covered in the detail necessary to train the girls to become efficient home aides and mothers. Since some of the girls are returning again next year it is absolutely necessary to arrange co-op positions for them. If this isn't accomplished the enthusiasm which has been carried throughout the year through the efforts of team teaching will decrease. The girls enjoyed the change and as a teacher, having a partner made it easier to solve problems, thus avoiding most frustrations, and enabled better lesson plans due to more time between teaching days. Two people working towards the same goal are able to follow through and overcome many obstacles.

I'm sure each student in the course has gained valuable information to be used throughout their lives. Even if they don't follow a career in their field, much has been gained and nothing has been lost.

Conclusions:

Age Group - Sophomores are more interested and work better but have too long a period of time until they are able to work in this field.

Ability - More selective in admitting girls to train for such a responsibility in a private home.

Faculties - Next year's enrollment will create two classes with 20 students in each. I feel it is necessary to consider another oven for the classroom to enable a more varied grouping of students.

Consensus:

HOME NURSING

The students adapted very well to the Home Nursing portion of the program. They were able to cope very well as nurses aides in an institution if they so desired. This is a supervised situation and the girls seem more at ease knowing there is someone to go to if need be.

In a home situation we pondered many times the fact of their youth. Are they mature enough to handle a home, health care problem? I think great care must be taken in the selection of co-op cases so that they don't get in over their heads, so to speak. In talking to a nurse on the advisory committee who trained women for home, health care she assured us that youth wouldn't deter them in any way. Since the girls worked in teams, they were able to be evaluated more efficiently and more time was spent relating to practical situations with the aid of professional help.

The grils enjoyed the variety of our program. Alternating back and forth between home making and nursing seemed to keep the enthusiasm for the total program very much alive.

Several field trip experiences were made to Broad Mountain Manor Nursing Home which is conveniently located within walking distance to the A.V.T.S. Both the students and the patient gained mutual experiences from the meetings. The girls made Halloween tray favors for the patients and distributed them. Mrs. Chuma, the Directress of the Nursing Home, is making plans to have the girls work at the Manor in utilizing different areas, if interested, for the busy morning hours. This would be set up at the end of the year when the girls are more familiar with all their procedures.

Many favorable comments were received from parents and guests who visited Home Health Aides at Open House. It was generally felt by those commenting, that even if the students didn't enter the working world in Home Health Aides, all was not lost.

The general consensus was they would be better wives and mothers.

CONCLUSIONS AND RECOMMENDATIONS

1. Admit only students in their junior year.

2. Be more selective in the choice of students admitted to the program.

3. What to do with second year students who are unable to be placed out on Co-op?

4. Consider the possibility of working as a Team on Co-op.

5. Make up a brochure concerning the students abailability and distribute to hospitals, doctors, and visiting nurse associations.

6. Basic Course Outline was very sound and practical. Easy to follow and accomplish all it delegated.

7. It is the second year students which is of great concern. It will be quite a task to get all out on Co-op.

8. Develop a Course Outline to be used for the second year student in Home Health Aids.

FIELD INVESTIGATION

Mrs. Helen Swaincott, Vocational Consultant, visited early in the year.

A Home Economist representative also visited.

In April, Home Health Aides was evaluated by representatives from the state. They had some recommendations concerning the need for draperies, reference books, bookcases, etc., which were submitted to the administration by the instructors. Those involved in the evaluation were:

Louise Harding	-	Senior Program Specialists - Health Occupations Education
Caroline Kratz	-	Senior Program Specialist - Home Economics Education
Dr. Carrol Curtis	-	Director Research Coordinating Unit for Vocational Education
Helen Swaincott	-	Vocational Consultant - Eastern Region

Agenda for Craft Advisory Committee Meeting

1. Introduction
2. Review Basic Course Outline
3. Shop Tour
4. Question and Answer Period
5. Suggestions from Committee
6. Explanation Co-op Program
7. Plans for Next Meeting
8. Adjourn